

Information Mastery
PHA 542
Wilkes University School of Pharmacy
Spring 2014 Syllabus

Instructors

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Class Information

Tuesdays; 9:20 am

Course Credits: 2

Course Description

This course will serve to introduce the practice of Information Mastery. It will allow students to develop the skills, strategies and thought processes necessary to utilize the best available evidence and become lifelong learners as well as prepare for clinical practice (APPE, residency, employment). At its core, Information Mastery focuses on identifying the most useful information from the most useful resources. Students will learn how to identify useful information and resources, categorize them based on their usefulness, and apply them to their clinical practice.

Prerequisites

A willingness to learn and a slight bit of crazy.

School of Pharmacy Educational Outcomes

The following educational outcomes are taken from the School of Pharmacy outcomes document, updated May 2008 (rev 2011).

Section 1: Pharmaceutical Care

1.3 Manage Medication Information

1.3.1 Recognize and articulate an information need

1.3.2 Efficiently retrieve information and evaluate it for relevance and validity

1.3.3 Synthesize and apply the information in context of the situation or question/need

1.3.4 Use the information gathered to formulate evidence-based answers

1.3.5 Effectively communicate medical information with appropriate written and/or verbal language.

Section 2: Systems Management

2.5 Use strategies to stay current with changing practices in pharmacy

Section 4: General Abilities

4.1 Find, observe, analyze, evaluate, apply, and synthesize information to solve problems and make informed, rational, responsible, and ethical decisions. (Cognitive Abilities)

Course Outcomes

1. When reviewing an information resource, identify the key factors of that resource and how they can be applied to the components of the usefulness equation.
2. Use the usefulness equation to evaluate information resources and use this information to create your own personal information pyramid.
3. Create clinical questions that are clear and relevant to a situation or practice.
4. Formulate clear and useable answers to clinical questions using the best available evidence from the most useful resources.
5. Communicate evidence-based information in a manner considered useful to clinical practitioners.

Course Evaluation

- (1) Hunting tool evaluation/presentation [30%]
Students will be assigned an (internet-based) hunting tool to evaluate and present to the class. The student presentation will be graded on the presentation's information and clarity as well as their application of the usefulness equation to the tool. Students should provide a recommendation/opinion about where the hunting tool fits into their personal evidence pyramid.
- (2) Posting to WikiJournalClub [30%]
The website WikiJournalClub (<http://www.wikijournalclub.org/>) offers "user-reviewed summaries of the top studies in medical research." Students will contribute to WikiJournalClub as part of the Advanced Information Mastery Course. Each student will be assigned a research article to read, review, summarize, and critique for WikiJournalClub.
- (3) Clinical Question/Continuing Education presentation [30%]
Students will prepare a 15 minute continuing education presentation about a self-developed clinical question. The presentation should be of the quality of a pharmacist-level continuing education presentation and use all of the aspects of information retrieval, evaluation, synthesis, and presentation discussed during the course.
- (4) Book Club Discussion [10%]
There will be several online discussions that take place throughout the semester regarding the text, *Bad Pharma: How Drug Companies Mislead Doctors and Harm Patients*. Each discussion will have a leading question or statement provided by the course coordinators. Students are expected to post a statement/answer that addresses the request of the instructors.

Course Grading

4.0 (93-100)	3.5 (87-92)
3.0 (80-86)	2.5 (75-79)
2.0 (70-74)	1.5 (65-69)

Text / Materials

(required) Goldacre, B. *Bad Pharma: How Drug Companies Mislead Doctors and Harm Patients*. Faber & Faber. London, England.

Rosser W., Slawson D., Shaughnessy A. (2004). *Information Mastery: Evidence-Based Family Medicine*, 2nd Ed. Hamilton; BC Decker Inc.

*Any chapters that students are required to read will be provided by the instruction team.

Grading

***Grading criteria for all assignments will be provided to students prior to its due date.*

Online Book Club Discussion

Expected Levels of Participation: Make your initial post to each discussion by Saturday night unless specifically stated otherwise in the course. Respond to one classmate and reply to any questions that you have been asked by Monday at 7:00 PM. Discussions will close on Monday at 7:00 PM

Discussion Grading	Points
Writes a substantial post with clear connections to readings	1
Provides a clear explanation & shares own professional experiences based on the readings	1
Is respectful of other's opinions & suggests a solution or provides additional information (where needed)	1
Uses graduate level writing: punctuation, grammar, and spelling is checked	1

Attendance Policy

Students are expected to attend each class period. Make-up assignments or quizzes will not be provided unless previously discussed with the instructors. A grade of zero will be used in place of a missed assignment, quiz, or practical assessment. Please contact Dr. Longyhore (570.408.4294) or Dr. Ference (570.408.4271) in the case of an absence or expected delay. All communications should be initiated at least 30 minutes before the designated class period.

Academic Honesty

Any student who violates the Intellectual Responsibility and Plagiarism Policy as stated in the 2000-2001 University Student Handbook will be subject to disciplinary action, which may include failure of the course (see Pharmacy *Student Handbook* for details).

Professionalism

These guidelines are available in the Pharmacy Student Handbook ("Standards of Conduct") and should be regularly reviewed. Violating these guidelines or lack of respect for other students or instructors will not be tolerated. Failure to abide by these guidelines or inappropriate behavior may result in lowered grades or failure of the course.

Please refrain from using any personal communication devices (phones, instant messaging devices/programs, etc.) during the class period unless otherwise instructed. Please silence notifications for cell phones, computers, and other electronic devices

2014 Schedule

- Level 1**
- January 14: Introduction & Reviewing a Journal Article
 - January 22: Hunting & Foraging Tools
 - January 28: PRESENTATION; Hunting Tool Review
 - February 4: Hunting Tool Exercise
 - February 11: Medical Apps / Creating a Medical App Review
 - February 18: How to Evaluate Guidelines and Narrative Reviews
 - February 25: Clinical Controversies; Calculators, Risk vs. Benefit, Decision Support Tools
 - March 4: Spring Break (no class)
 - March 11: PICO Rounds Exercise
 - March 18: PRACTICUM: A day in the life...answering clinical questions
- Level 2**
- March 25: Advanced Biostatistics, RCTs, Systematic Reviews, Meta-analyses, and LOE
 - April 1: Writing and EBM synopsis
 - April 8: Evaluating a CE
 - April 15: PRESENTATION: Clinical Continuing Education (class starts at 9:00)
 - April 24: Course Debrief